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ABSTRACT

To compile information on state and school district standardized testing programs, a survey instrument was designed and sent to 135 members of the National Association of Test Directors (NATD). Seventy responses (52%) were received in time to be included in the compilation. Most participating school districts (n=61, 87%) had a program mandated by their own policies. Grade levels most typically tested were grades five (n=45) and eight (n=45), followed by grades three (n=42) and grade six (n=42). Of the 61 districts administering a mandated testing program, 28% used more than one publisher's test. The California Achievement Tests (CAT) was most often the test of choice, followed by the Comprehensive Tests of Basic Skills (CTBS). Fewer participating districts (n=54, 77%) had a state mandated testing program. In a majority of cases (66%) the test used for state mandated testing programs was either locally or state developed. Grade levels that state programs concentrated on were grade three (n=32) and grade eight (n=31), followed by grades five and ten (both with n=23). Appendices include: (1) participating districts listed alphabetically, by number of students, and by grade unit structures; (2) scores from the CAT, the CTBS, Science Research Associates, and Iowa Tests of Basic Skills/Tests of Achievement and Proficiency; and (3) the survey instrument. (LMO)

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A PROFILE OF STANDARDIZED TESTING

SPRING, 1984

prepared for

THE NATIONAL ASSOCIATION OF TEST DIRECTORS
SPRING MEETING

New Orleans, Louisiana

by

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U.S. DEPARTMENT OF EDUCATION
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ACKNOWLEDGMENT

My thanks to all of the test directors who took time to complete and return the instrument from which data were drawn for this study. Each of us is beseiged daily by requests for data. Without your help this compilation would not have been possible.

INSTRUCTIONAL RESEARCH, TESTING, AND EVALUATION

ALBUQUERQUE PUBLIC SCHOOLS

CAROL ROBINSON, DIRECTOR

SANDRA W. O'NEAL, DISTRICT COORDINATOR OF TESTING

INTRODUCTION

In the recent past education has been at the forefront of a national commentary. The citizenry of communities and states is focusing on concerns and ills of education as never before, resulting in a plethora of suggestions and plans which are erupting now as possible legislation. Accountability, which in practical terms most often has been translated to mean test scores, is a buzzword with intensified interest. This study has been motivated by a desire to be better informed to answer questions that are being posed by parents, business leaders, school boards, legislators, and governors, such as:

- How many other school districts or states use this test?
- How do test scores of other school districts compare to ours?
- Is this enough testing or should we test every grade every year?
- Are our college-bound graduates as well prepared as students in other school districts and states?
- Are there other districts that are comparable to ours that have better test scores on the same test? If we can find them, perhaps we could inquire to see what programs they feel help their students most.

SUMMARY

Participating Districts

The survey instrument (see Appendix C) was sent to 135 test directors who are members of the National Association of Test Directors (NATD), and 70 responses (52%) were received in time to be included in the compilation.

Participating school districts range in size of student population from 575,000 to 17,700. Districts representing thirty-one states participated. Appendix A contains a listing of participating districts in alphabetical order and in descending order from the most to the least number of students.

Grade/School Structures

School districts across the country typically divide students into administrative sub units by grade level. Elementary, middle or junior high, and high school are the most commonly designated administrative levels. There is some variation across the country regarding which grades are incorporated at each administrative level. The grade unit structure cited most frequently (n=21) by participating districts is as follows:

- Elementary school K-6
- Middle or junior high school 7-9
- High school 10-12

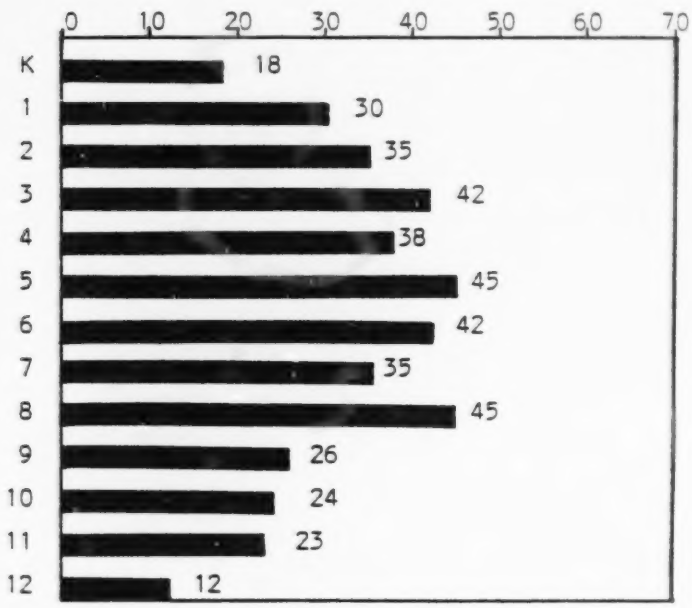
See Appendix A, Figure 3 for other grade structures of interest.

District Mandated Testing

Most participating school districts (n=61, 87%) have a district mandated testing program. The grade levels most typically tested in these district mandated testing programs are grades five (n=45) and eight (n=45), followed by grades three (n=42) and grade six (n=42). Grade twelve is least tested (n=12) followed by kindergarten (n=18). Only a few districts (n=4 or 7%) use a district mandated test to test every grade, K-12, every year, while seven districts (11%) test grades 1-11 every year. The following bar graph illustrates the frequency of testing for each grade level.

FIGURE 1

FREQUENCY DISTRIBUTION OF GRADES TESTED
by District Mandated Testing Programs



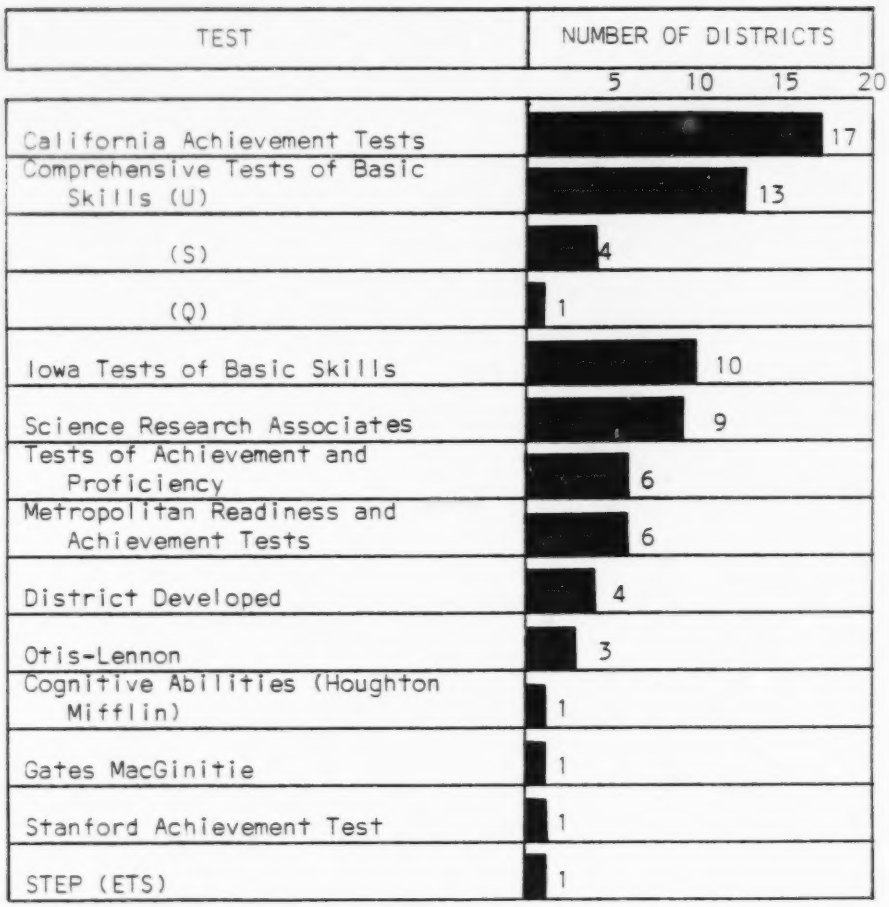
N of participating districts = 70

Of the 61 districts that have a district mandated testing program, 28% use more than one publisher's test. The California Achievement Tests (CAT) is most often the test of choice (n=17), while the Comprehensive Tests of Basic Skills (CTBS), Form U is also frequently selected (n=13). A complete listing of selected tests for district mandated testing programs is found in Chart A.

CHART A

DISTRICT MANDATED TESTING

Tests Used By Participating Districts



28% of participating districts use more than one test for district mandated testing

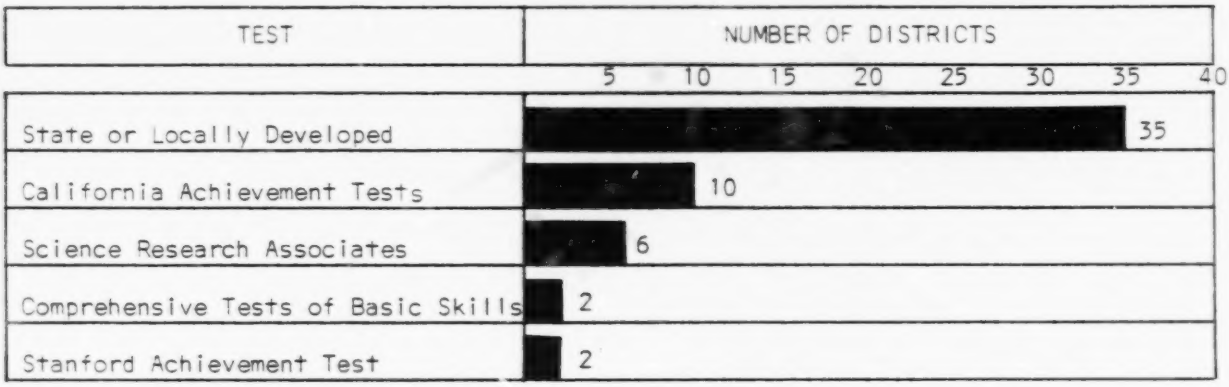
State Mandated Testing Programs

Fewer participating districts (n=54, 77%) have a state mandated testing program. In a majority of cases (66%) the test used for state mandated testing programs is either locally or state developed. Of the published instruments, the CAT is selected most often (n=10, 17%). See Chart B for details.

CHART B

STATE MANDATED TESTING

Tests Used By Participating Districts

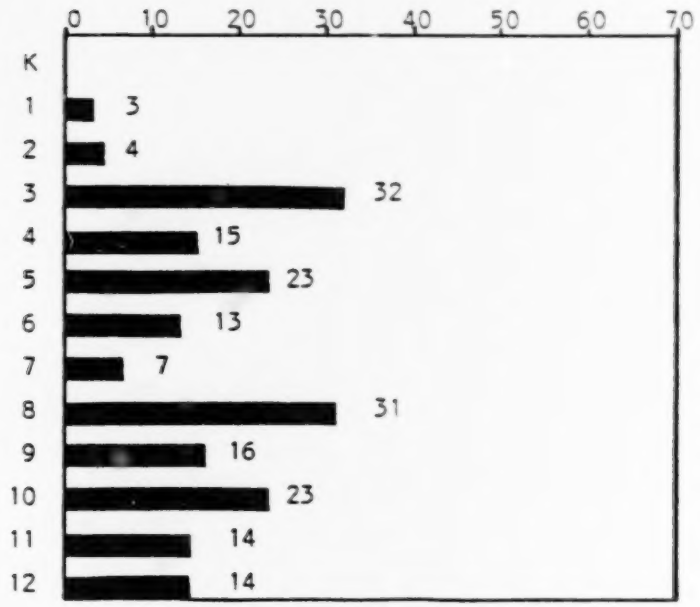


4% of participating districts use more than one test for state mandated testing

Grade levels where state mandated programs are most focused are grade three (n=32) and grade eight (n=31), followed by grades five and ten (both with n=23). There is no state mandated testing at kindergarten level in this sample. Only two districts indicated that the state program tests grades 1-12. See Figure 2 for details.

FIGURE 2

FREQUENCY DISTRIBUTION OF GRADES TESTED
by State Mandated Testing Programs



N of participating districts = 70

American College Test (ACT) and Scholastic Aptitude Test (SAT)

Charts on the next page list the average ACT scores for districts with more than 40,000 and for districts with fewer than 40,000 students. These charts show mean scores in English, Math, Social Studies, and Natural Sciences.

Charts on page 8 list the average SAT scores for districts with more than 50,000 students and with fewer than 50,000 students. Mean scores for the verbal section and the math section are displayed.

AMERICAN COLLEGE TEST (ACT)

Scores For Participating Districts
With More Than 40,000 Students

Mean Score	English	Math	Social Studies	Natural Sciences
24				
23				
22				
				21.3*(2)
				21.2
21				21.1*
				▶ 20.9
				20.8*
				20.7
				20.4
20				20.2
				19.6
				19.5
19		19.3*		
	18.9*			
	18.7			
	18.4*			
			18.3	
18	18.0	18.0*	18.0*(3)	
	▶ 17.8	17.8		
	17.7(2)		17.7(2)	
	17.6*			
	17.5			
				17.4*(3)
		17.3		
	17.1	17.1*	▶ 17.1	
17		17.0		
		▶ 16.9		16.9
		16.6		
			16.5	
	16.4	16.4		
			16.2	
16	16.1*		16.1	16.1
		15.6		
		15.3		
15	15.1(2)			
	14.9*			
		14.5*		
	14.4		14.4*	
14			14.0*	
			13.9	
			13.4	
		13.2*(2)		
13		13.0		
			12.3	
12		12.1		

Albuquerque (NM), Bartow (FL), Cincinnati (OH), Clearwater (FL), Columbus (OH), Dallas (TX), El Paso (TX), Louisville (KY), Memphis (TN), Oklahoma City (OK), Omaha (NE), Orlando (FL), Pensacola (FL), Tucson (AZ), Tulsa (OJ).

Scores For Participating Districts
With Fewer Than 40,000 Students

Mean Score	English	Math	Social Studies	Natural Sciences
24				
23				23.0
22				22.2
				21.7
				21.1
21				21.0
				▶ 20.9
			20.7	20.7*
		20.5		
				20.3
20				20.0*
	19.8			
		19.6		
19				19.1*
		18.7		
			18.4	
	18.2(2)		18.2	
18	18.1(2)			
			17.9	
	▶ 17.8			
			17.7*	
		17.5		
		17.4	17.4*	17.4*
		17.3*		
	17.2*(2)		17.2	
17			▶ 17.1	
		▶ 16.9		
	16.6*		16.6	
		16.2*		
			15.9*	
		15.1		
15		15.0*		
			13.8*	
13	13.5*	13.5*		
12				

Colorado Springs (CO), Fort Myers (FL), Garland (TX), Little Rock (AR), Livonia (MI), Minneapolis (MN), Phoenix (AZ), Rochester (NY), Salt Lake City (UT), Shawnee Mission (KS).

*These districts do not use ACT as the major college entrance exam.

▶ = National Average

Single digit numbers that follow scores indicate the number of districts that attained the same score.

SCHOLASTIC APTITUDE TEST (SAT)

Scores For Participating Districts
With More Than 50,000 Students

MEAN SCORE	VERBAL	MATH
580		
570		
560		
550		
540		
530		528Δ
520		517Δ
510		508, 507Δ, 505
500		497Δ, 495, 493, 491, 489
490	487Δ	485, 482Δ, 481
480	475Δ	471
470	469Δ	National Average ▸468, 465, 464, 462
460	458, 454Δ, 456	460
450	454Δ	454
440	446, 444	437, 433
430	432, National Average ▸430-2, 426, 425-2, 423, 422	
420	420	418
410	418, 412, 408	
400		
390	392	
380	380	379
370		
360		
350		
340	343	

Scores For Participating Districts
With Fewer Than 50,000 Students

MEAN SCORE	VERBAL	MATH
580		
570		572Δ
560		556Δ
550		543Δ, 539Δ, 537
540		527Δ
530		517Δ
520		
510	509Δ	509
500	498Δ, 497Δ, 495Δ	497, 496Δ, 493Δ
490		487Δ
480	479Δ, 476, 473Δ	
470	469Δ, 466	National Average ▸470, 468, 465, 464, 461
460	456Δ, 452Δ	456, 454
450		450
440	432Δ2	444
430	National Average ▸428, 426	
420	420	422
410	417, 412, 411, 408, 406	417, 410
400	402	403
390	397	
380		382
370	370	
360	366	
350	349	
340		

Albuquerque (NM), Anne Arundel (MD), Austin (TX), Baltimore City (MD), Baltimore Co. (MD), Bartow (FL), Cincinnati (OH), Clearwater (FL), Columbus (OH), Dallas (TX), El Paso (TX), Falls Church (VA), Fort Worth (TX), Fresno (CA), Las Vegas (NV), Long Beach (CA), Louisville (KY), Memphis (TN), Montgomery Co. (MD), Orlando (FL), Portland (OR), San Diego (CA), Tucson (AZ), Virginia Beach (VA).

Anaheim (CA), Colorado Springs (CO), Corpus Christi (TX), Eugene (OR), Fort Myers (FL), Fort Wayne (IN), Garland (TX), Livonia (MI), Minneapolis (MN), Morror (GA), Norfolk (VA), Oklahoma City (OK), Omaha (NE), Pensacola (FL), Phoenix (AZ), Rochester (NY), Sacramento (CA), Salt Lake City (UT), Savannah (GA), Seattle (WA), Shawnee Mission (KS), Simi Valley (CA), Springfield (MA), Tulsa (OK), Worcester (MA), Ysleta (TX).

Single digit numbers that follow scores indicate the number of districts that attained the same score.

ΔThese districts do not use SAT as the major college entrance exam.

Both ACT and SAT charts list test scores in descending order so that the reader may determine the relative position of his or her own district's scores compared to the national average and the scores of other districts of similar size. Districts in each category are listed in alphabetical order.

District and State Mandated Testing

The scores of standardized, norm referenced tests are displayed in Appendix B (pages 16 to 20). These charts combine district and state mandated test use so that each chart shows either mean or median percentile scores for every grade level tested in reading, language and math. Charts are included for CAT, CTBS, SRA, and ITBS/TAP. Other tests are not listed because of limited use by participating districts. Scores are arranged in descending order so that the reader may compare his or her district scores with others that use the same test. Districts with test scores displayed in Appendix B are listed in alphabetical order.

CONCLUSIONS

Many test instruments, both standardized, publisher-developed and local or state developed, are in use across the country. Although district mandated testing programs are more common than state mandated testing programs in this sample, 47 (67%) of the participating school districts had both types while 2 (3%) had neither. Testing programs, whether district or state motivated, seem to be an integral part of the school districts sampled in this study.

Appendix A

Figure 1 - Alphabetical Listing of Participating Districts

Figure 2 - Participating Districts Ranked By Number of Students

Figure 3 - Grade Unit Structures For Participating Districts

FIGURE 1

ALPHABETICAL LISTING OF
PARTICIPATING DISTRICTS

	District Name	Location	
		City	State
1.	Albuquerque Public Schools	Albuquerque,	New Mexico
2.	Aldine Independent School District	Houston,	Texas
3.	Anaheim Union High School District	Anaheim,	California
4.	Anne Arundel County Public Schools	Annapolis,	Maryland
5.	Austin Independent School District	Austin,	Texas
6.	Baltimore City Public Schools	Baltimore,	Maryland
7.	Baltimore County Public Schools	Towson,	Maryland
8.	Board of Public Education	Savannah,	Georgia
9.	Broward County School Board	Fort Lauderdale,	Florida
10.	Chesterfield County Public Schools	Chesterfield,	Virginia
11.	Cincinnati Public Schools	Cincinnati,	Ohio
12.	Citywide Testing Research and Evaluation	Chicago,	Illinois
13.	Clark County School District	Las Vegas,	Nevada
14.	Clayton County Board of Education	Morrow,	Georgia
15.	Colorado Springs Public Schools	Colorado Springs,	Colorado
16.	Columbus Public Schools	Columbus,	Ohio
17.	Corpus Christi Independent School District	Corpus Christi,	Texas
18.	Dallas Independent School District	Dallas,	Texas
19.	Department of Education	Honolulu,	Hawaii
20.	El Paso Independent School District	El Paso,	Texas
21.	Eugene Public Schools	Eugene,	Oregon
22.	Fairfax County Public Schools	Falls Church,	Virginia
23.	Fort Wayne Community Schools	Fort Wayne,	Indiana
24.	Fort Worth Independent School District	Fort Worth,	Texas
25.	Fresno Unified School District	Fresno,	California
26.	Garland Independent School District	Garland,	Texas
27.	Gaston County Schools	Gastonia,	North Carolina
28.	Guilford County School System	Greensboro,	North Carolina
29.	Hillsborough County Public Schools	Tampa,	Florida
30.	Huntsville City Schools	Huntsville,	Alabama
31.	Jackson Municipal Separate School District	Jackson,	Mississippi
32.	Jefferson County Public Schools	Louisville,	Kentucky

District Name	Location	
	City	State
33. Liberty Instructional Centers	Pensacola,	Florida
34. Livonia Public Schools	Livonia,	Michigan
35. Long Beach Unified School District	Long Beach,	California
36. Los Angeles Unified School District	Los Angeles,	California
37. Madison Metropolitan School District	Madison,	Wisconsin
38. Memphis City Schools	Memphis,	Tennessee
39. Minneapolis Public Schools	Minneapolis,	Minnesota
40. Montgomery County Public Schools	Rockville,	Maryland
41. Multnomah Education Service District	Portland,	Oregon
42. Norfolk Public Schools	Norfolk,	Virginia
43. Oklahoma City Public Schools	Oklahoma City,	Oklahoma
44. Omaha Public Schools	Omaha,	Nebraska
45. Orange County Public Schools	Orlando,	Florida
46. Palm Beach County School Board	West Palm Beach,	Florida
47. Phoenix Union High School District	Phoenix,	Arizona
48. Pinellas County School Board	Clearwater,	Florida
49. Polk County Public Schools	Bartow,	Florida
50. Portland Public Schools	Portland,	Oregon
51. Psychological Services and Testing	Evansville,	Indiana
52. Pulaski County Special School District	Little Rock,	Arkansas
53. Richmond Public Schools	Richmond,	Virginia
54. Rochester City School District	Rochester,	New York
55. Sacramento City Unified School District	Sacramento,	California
56. Saint Paul Public Schools	Saint Paul,	Minnesota
57. Salt Lake City School District	Salt Lake City,	Utah
58. San Diego City Schools	San Diego,	California
59. San Jose Unified School District	San Jose,	California
60. School Board of Lee County	Fort Myers,	Florida
61. Seattle Public Schools	Seattle,	Washington
62. Shawnee Mission Schools	Shawnee Mission,	Kansas
63. Simi Valley Unified School District	Simi Valley,	California
64. Springfield Public Schools	Springfield,	Massachusetts
65. Tucson Unified School District	Tucson,	Arizona
66. Tulsa Public Schools	Tulsa,	Oklahoma
67. Virginia Beach City Public Schools	Virginia Beach,	Virginia
68. Wichita Public Schools	Wichita,	Kansas
69. Worcester Public Schools	Worcester,	Massachusetts
70. Ysleta Independent School District	El Paso,	Texas

FIGURE 2

PARTICIPATING DISTRICTS
RANKED BY NUMBER OF STUDENTS

Rank	Number of Students	City	State
1	575,000	Los Angeles,	California
2	430,000	Chicago,	Illinois
3	165,000	Honolulu,	Hawaii
4	130,000	Fort Lauderdale,	Florida
5	127,462	Dallas,	Texas
6	121,000	Falls Church,	Virginia
7	119,000	Baltimore,	Maryland
8	110,818	San Diego,	California
9	106,000	Memphis,	Tennessee
10	92,591	Louisville,	Kentucky
11	92,000	Rockville,	Maryland
12	88,000	Las Vegas,	Nevada
	88,000	Portland,	Oregon
14	84,847	Clearwater,	Florida
15	84,000	Towson,	Maryland
16	80,000	Orlando,	Florida
17	73,300	Albuquerque,	New Mexico
18	69,000	Columbus,	Ohio
19	65,000	Fort Worth,	Texas
20	64,670	Annapolis,	Maryland
21	60,118	Long Beach,	California
22	59,656	El Paso,	Texas
23	56,000	Virginia Beach,	Virginia
24	55,000	Austin,	Texas
25	54,000	Tucson,	Arizona
26	51,000	Cincinnati,	Ohio
	51,000	Fresno,	California
28	50,800	Portland,	Oregon
29	48,000	Tulsa,	Oklahoma
30	45,176	El Paso,	Texas
31	44,021	Seattle,	Washington

Rank	Number of Students	City	State
32	43,000	Pensacola,	Florida
33	41,911	Omaha,	Nebraska
34	41,151	Sacramento,	California
35	40,500	Oklahoma City,	Oklahoma
36	39,000	Minneapolis,	Minnesota
37	37,000	Corpus Christi,	Texas
38	35,649	Norfolk,	Virginia
39	35,000	Chesterfield,	Virginia
40	34,500	Rochester,	New York
41	33,000	Fort Wayne,	Indiana
42	32,000	Gastonia,	North Carolina
43	31,500	Fort Myers,	Florida
44	31,453	Morrow,	Georgia
45	31,000	Savannah,	Georgia
46	30,700	Shawnee Mission,	Kansas
	30,700	San Jose,	California
48	30,000	Garland,	Texas
	30,000	Jackson,	Mississippi
50	29,776	Richmond,	Virginia
51	29,573	Little Rock,	Arkansas
52	29,270	Colorado Springs,	Colorado
53	24,303	Salt Lake City,	Utah
54	24,000	Greensboro,	North Carolina
55	23,536	Anaheim,	California
56	22,996	Evansville,	Indiana
57	22,907	Springfield,	Massachusetts
58	22,000	Madison,	Wisconsin
	22,000	Worcester,	Massachusetts
60	19,482	Phoenix,	Arizona
61	19,000	Simi Valley,	California
62	17,803	Livonia,	Michigan
63	17,700	Eugene,	Oregon

Some districts could not be ranked due to lack of information.

FIGURE 3

School districts across the country typically divide students into administrative sub units by grade level. Elementary, middle or junior high, and high school are the most commonly designated administrative levels. There is some variation across the country regarding which particular grades are incorporated in each level. The chart below indicates the grade arrangements of districts participating in this study.

GRADE UNIT STRUCTURES FOR
PARTICIPATING DISTRICTS

K - 12 Structures	Districts by City
(K123456)(789)(101112) N = 21	Annapolis (MD), Baltimore (MD), Bartow (FL), Colorado Springs (CO), Corpus Christi (TX), El Paso (TX), Gastonia (NC), Jackson (MS), Little Rock (AR), Long Beach (CA), Los Angeles (CA),Memphis (TN), Morrow (GA), Omaha (NE), Orlando (FL), San Diego (CA), Shawnee Mission (KS), Simi Valley (CA), Tulsa (OK), Virginia Beach (VA), Witchita (KS).
(K12345)(678)(9101112) N = 19	Albuquerque (NM), Aldine-Houston (TX), Chesterfield (VA), Eugene (OR), Fort Lauderdale (FL), Fort Myers (FL), Fort Wayne (IN), Fort Worth (TX), Garland (TX), Huntsville (AL), Los Angeles (CA), Louisville (KY), Madison (WI), Pensacola (FL), Portland (OR), Richmond (VA), San Jose (CA), Towson (MD), West Palm Beach (FL).
(K123456)(78)(9101112) N = 16	Anaheim (CA), Austin (TX), Dallas (TX), Falls Church (VA), Fresno (CA), Honolulu (HI) Livonia (MI), Minneapolis (MN), Rockville (MD), Sacramento (CA), Salt Lake City (UT), Savannah (GA), Tucson, (AZ), West Palm Beach (FL), Worcester (MA), Ysleta-El Paso (TX).
(K12345678)(9101112) N = 2	Chicago (IL), Evansville (IN).
OTHER	
(K-3)(K-6)(7-8)(9-12)(10-12)	Cincinnati (OH)
(K-3)(K,4-5)(K-5)(6-8)(9-12)	Columbus (OH)
(K-2)(K-5)(3-6)(6-8)(7-9)(10-12)(9-12)	Greensboro (NC)
(K-5)(6)(7-9)(10-12)	Las Vegas (NV)
(K-3)(4-6)(7-8)(9-12)	Norfolk (VA)
(K-4)(5)(6-8)(9-12)	Oklahoma City (OK)
(K-6)(7-8)(7-12)	Rochester (NY)
(K-2)(K-3)(K,4-6)(K-5)(6-8)(K-6)(7-8)(9-12)	Seattle (WA)
(K-4)(5-6)(7-9)(10-12)	Springfield (MA)
(K,6)(K-5)(K-6)(6)(7)(8-9)(10-12)	Tampa (FL)

Appendix B

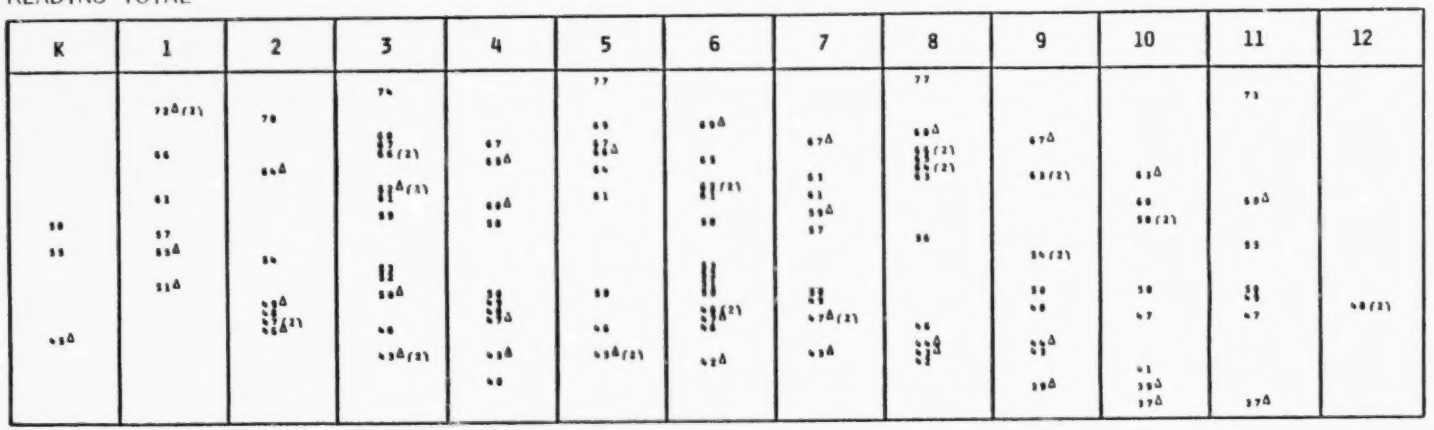
Figure 1 - California Achievement Tests

Figure 2 - Comprehensive Tests of Basic Skills

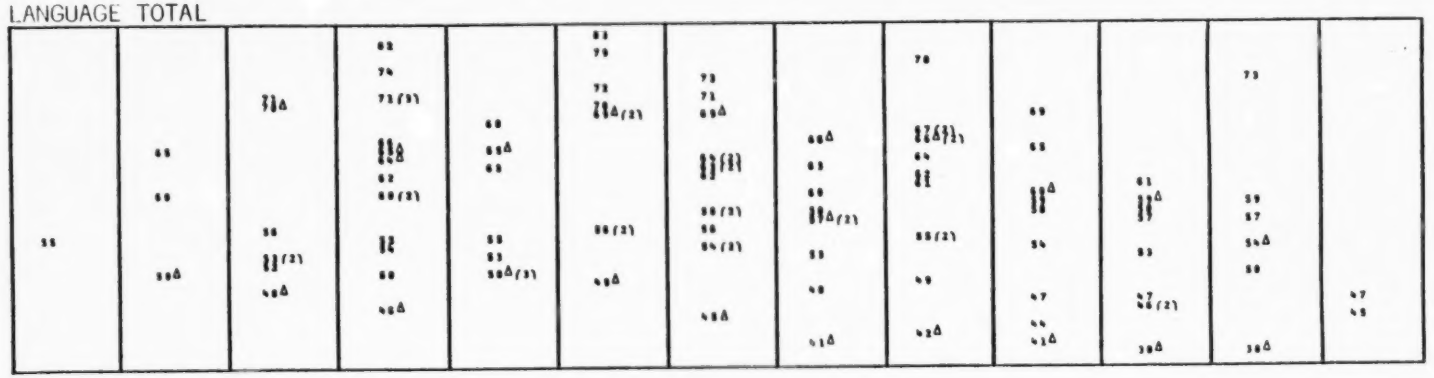
Figure 3 - Science Research Associates

Figure 4 - Iowa Tests of Basic Skills and
Tests of Achievement and Proficiency

READING TOTAL



LANGUAGE TOTAL



MATH TOTAL

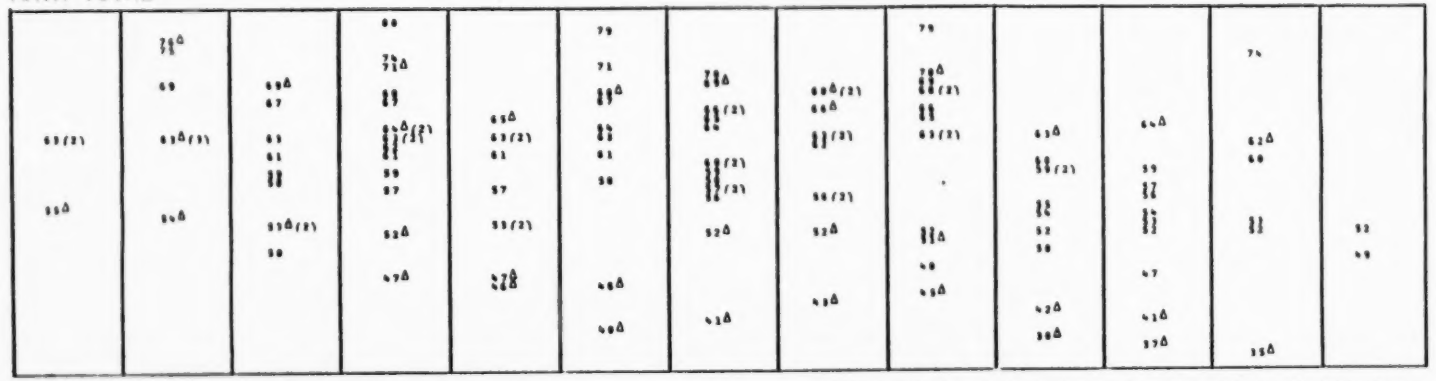


Figure 1
California Achievement Tests
CAT

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ΔScores are expressed in mean percentiles except for those denoted with this symbol (Δ) which are expressed in median percentiles.

Anne Arundel Co. (MD), Baltimore Co. (MD), Cincinnati (OH), Corpus Christi (TX), El Paso (TX), Fort Myers (FL), Fresno (CA), Gastonia (NC), Greensboro (NC), Jackson (MS), Las Vegas (NV), Memphis (TN), Montgomery Co. (MD), Oklahoma City (OK), Omaha (NE), Pensacola (FL), Phoenix (AZ), Salt Lake City (UT), Seattle (WA), Tucson (AZ), Ysleta-El Paso (TX).

Figure 2
Comprehensive Tests of Basic Skills
CTBS (Form U)

READING TOTAL

K	1	2	3	4	5	6	7	8	9	10	11	12
55	72 52Δ 49 37	67 62 56Δ 42	68 64 57 55Δ 54Δ 38	69 66 63 53Δ 44	65 59(2) 58 56Δ(2) 44 37Δ	71 66 64 62 55Δ 46	62 59 53Δ 52Δ 48	76Δ 66 59(2) 57 50 42Δ	57 53Δ 49 47	65 52	69 56Δ(2) 53	61 50

LANGUAGE TOTAL

	77	75 63 59Δ 49	77 72 60(2) 57 49Δ	71 68 64 54Δ 43	67 63 60 53Δ 52Δ(2)	69(2) 67 63 59Δ 50 45	66 61 59Δ 52Δ 51 49	69 67Δ 64 62 60 54	60 52 50 49Δ	57	65 55Δ(2) 54	58 55

MATH TOTAL

	76 58Δ 55 47	79 53Δ 52 50	73 72 67 66 61 55Δ 52Δ 48	73 72 66 64 57Δ 52	74 68 64 60Δ 58 53 51Δ	76 73 68 63Δ 59 53	61Δ 59Δ 57 50	79 67Δ(2) 65 57(2) 50Δ	63Δ 56 49	57	78 57Δ 55	76 52

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Albuquerque (NM), Anaheim (CA), Eugene (OR), Evansville (IN), Hillsborough Co (FL), Livonia (MI), Los Angeles (CA), Louisville (KY), Orlando (FL), San Diego (CA), Simi Valley (CA).

Figure 3
Science Research Associates
SRA

READING TOTAL

K	1	2	3	4	5	6	7	8	9	10	11	12
	53Δ 50Δ 43	53Δ 48Δ 42	51Δ(2) 47Δ	72 66 59 52Δ 49 42Δ	63Δ 57 52Δ 46	71 58Δ 50 48Δ	54Δ 52 48Δ	78 67 61Δ 52	49Δ	43	79 68 61 46 33	

LANGUAGE TOTAL

		59Δ 55Δ(2)	63 58Δ	72 68 62 54Δ 51 46Δ	64Δ 59 54Δ(2)	74 58Δ 51Δ	57Δ(2) 50Δ	74 67 64Δ 59 53 46	48Δ	44	71 66 60 54 43	

MATH TOTAL

	70Δ 70Δ 64	70Δ(2) 58	74Δ 64Δ 51	73 71 63Δ 52Δ 47 45	74Δ 60Δ 57 53	82 63Δ 53	61Δ 57Δ 52	84 76 69 60Δ(2) 53	50Δ	52	79 70 66 57 48	

ΔScores are expressed in mean percentiles except for those denoted with this symbol (Δ) which are expressed in median percentiles.

Bartow (FL), Clearwater (FL), Falls Church (VA), Fort Wayne (IN), Little Rock (AR), Norfolk (VA), Richmond (VA), Virginia Beach (VA).

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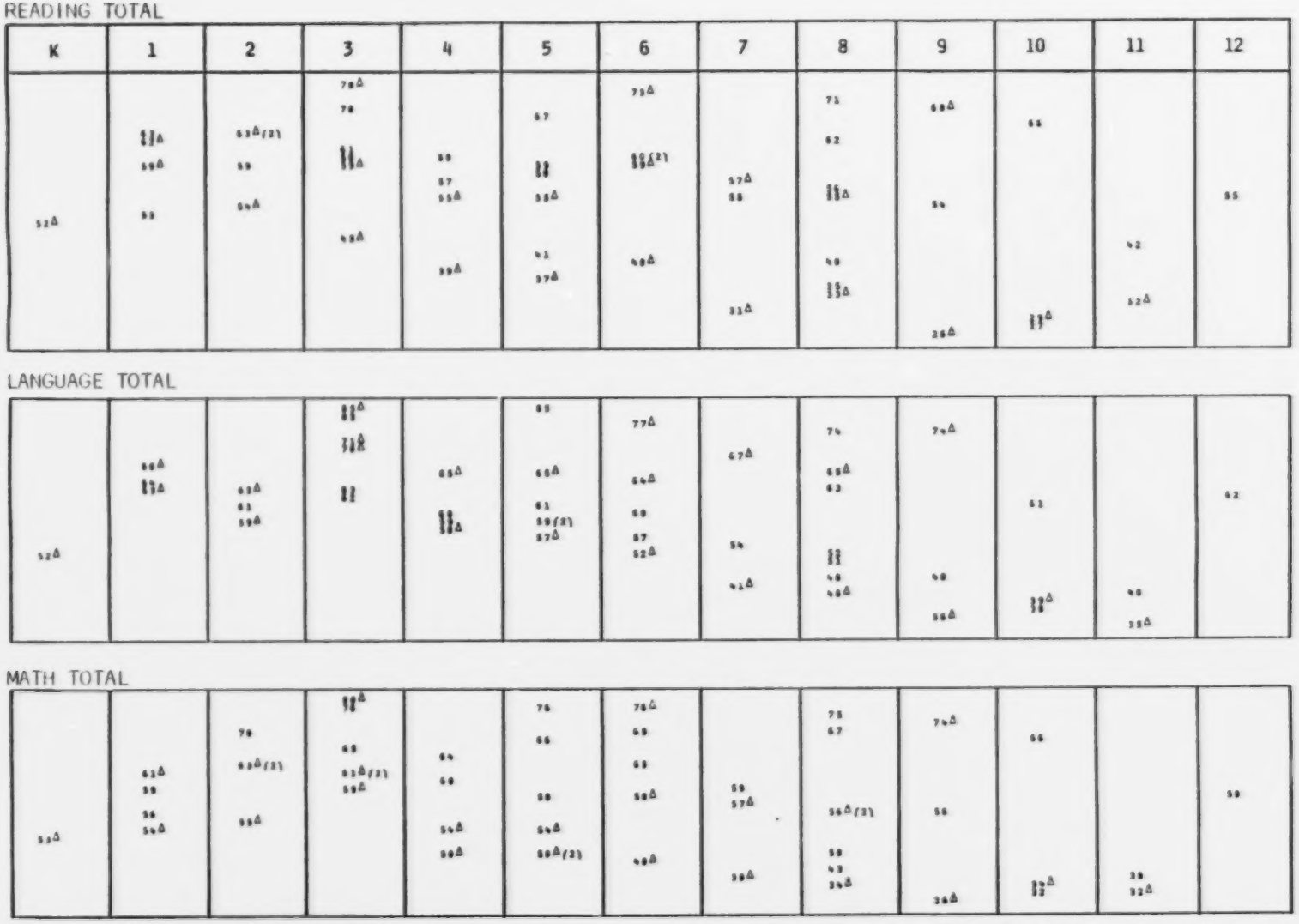
Figure 4
Iowa Tests of Basic Skills/Tests of Achievement and Proficiency
ITBS (1-8) TAP (9-12)



ΔScores are expressed in mean percentiles except for those denoted with this symbol (Δ) which are expressed in median percentiles.

Aldine (TX), Austin (TX), Dallas (TX), Fort Wayne (IN), Fort Worth (TX), Garland (TX), Shawnee Mission (KS), Wichita (KS).

Appendix C

Survey Instrument

SURVEY OF TEST RESULTS

Please answer the following questions and return as soon as possible to:

SANDRA W. O'NEAL
MONROE COMPLEX
2120 LOUISIANA BLVD. N. E.
ALBUQUERQUE, NEW MEXICO 87110

School Year 1982-83

1. District average American College Test (ACT) scores

English	Math	Social Studies	Natural Sciences	Composite	Year (Circle)
____	____	____	____	____	81-82 82-83

2. District average Scholastic Aptitude Test scores (SAT)

Verbal	Math	Composite	Year (Circle)
____	____	____	81-82 82-83

3. Do you have a district mandated testing program?

If yes, which test and form do you use? _____

Please circle the grade levels at which you use the above mentioned instrument.

K 1 2 3 4 5 6 7 8 9 10 11 12

4. Do you have a state mandated testing program?

If yes, which test and form do you use? _____

Please circle the grade levels at which you use the above mentioned instrument.

K 1 2 3 4 5 6 7 8 9 10 11 12

5. Our district (APS) is arranged in the following levels:

(K 1 2 3 4 5) (6 7 8) (9 10 11 12)
elementary school, middle school, high school

Please indicate the arrangement of grades by level in your district.

K 1 2 3 4 5 6 7 8 9 10 11 12

6. Standardized Test Scores, 1982-83
Please complete the following by indicating scores for the standardized norm referenced tests you use. Fill in only the types of scores you use for every grade level you test.

Test _____, Level _____, Form _____

Grade _____, N = _____

	Mean Percentile	Median Percentile	NCE	GE
Reading Total				
Language Total				
Math Total				
Total Battery or Composite				

Please continue on other side

Test _____ Level _____, Form _____

Grade _____, N = _____

	Mean Percentile	Median Percentile	NCE	GE
Reading Total				
Language Total				
Math Total				
Total Battery or Composite				

Test _____, Level _____, Form _____

Grade _____, N = _____

	Mean Percentile	Median Percentile	NCE	GE
Reading Total				
Language Total				
Math Total				
Total Battery or Composite				

Please list any other scores you feel are pertinent.

Comments:

THANK YOU